



# Indiana Academic Standards And Resource Guide Grade 8

United States History – Growth and Development (to 1877)

Standards Approved March 2014

**Indiana Department of Education**  
**College and Career Readiness**

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# What are standards?

**Standards outline *what students need to know, understand, and be able to do.***

Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. **The academic standards are *NOT* a curriculum;** therefore, identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

## **GRADE 8**

## ***United States History—Growth and Development (to 1877)***

### **Course 0470-08**

In Grade 8, students focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events.

Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources such as historic sites and buildings to identify, evaluate and use appropriate data and reference information. This course also helps students to develop an appreciation of historical thinking skills. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 8 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

## **CONTENT STANDARDS**

### **Standard 1 — History**

Students examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

### **Standard 2 — Civics and Government**

Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

### **Standard 3 — Geography**

Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

### **Standard 4 — Economics**

Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

## Standard 1 History

Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

### Historical Knowledge

#### **The American Revolution and Founding of the United States: 1754 to 1801**

- 8.1.1** Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.
- 8.1.2** Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.
- 8.1.3** Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).
- 8.1.4** Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
- 8.1.5** Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).
- 8.1.6** Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.
- 8.1.7** Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
- 8.1.8** Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.
- 8.1.9** Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.
- 8.1.10** Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.
- 8.1.11** Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.

## **National Expansion and Reform: 1801 to 1861**

- 8.1.12** Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.
- 8.1.13** Explain the main issues, consequences, and landmark decisions of the Marshall Court.
- 8.1.14** Analyze the causes and consequences of the War of 1812.
- 8.1.15** Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.
- 8.1.16** Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.
- 8.1.17** Explain relationships and conflict between settlers and Native Americans on the frontier.
- 8.1.18** Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.
- 8.1.19** Analyze the causes and effects of the Mexican War (1846-1848).
- 8.1.20** Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
- 8.1.21** Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
- 8.1.22** Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad
- 8.1.23** Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

## **The Civil War and Reconstruction Period: 1850 to 1877**

- 8.1.24** Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.
- 8.1.25** Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.
- 8.1.26** Compare and contrast the three plans for Reconstruction and evaluate the merits of each.
- 8.1.27** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

## **Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making**

- 8.1.28** Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.
- 8.1.29** Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.
- 8.1.30** Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
- 8.1.31** Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

## **Standard 2 Civics and Government**

*Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.*

### **Foundations of Government**

- 8.2.1** Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.
- 8.2.2** Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.
- 8.2.3** Examine ways that the national government affects the everyday lives of people of the United States.

### **Functions of Government**

- 8.2.4** Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.
- 8.2.5** Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

## **Roles of Citizens**

- 8.2.6** Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.
- 8.2.7** Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.
- 8.2.8** Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.
- 8.2.9** Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.
- 8.2.10** Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1<sup>st</sup> and 2<sup>nd</sup> Amendment rights, the right to privacy, and the rights of the individual.

## **Standard 3 Geography**

*Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.*

### **The World in Spatial Terms**

- 8.3.1** Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

### **Places and Regions**

- 8.3.2** Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

### **Physical Systems**

- 8.3.3** Identify and locate the major climate regions in the United States and describe the characteristics of these regions.
- 8.3.4** Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.



## Human Systems

- 8.3.5** Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.
- 8.3.6** Using maps identify changes influenced by growth, economic development and human migration in the United States.
- 8.3.7** Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.
- 8.3.8** Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.
- 8.3.9** Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

## Standard 4 Economics

*Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.*

- 8.4.1** Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.
- 8.4.2** Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.
- \* **traditional economy:** an economy in which resources are allocated based on custom and tradition
  - \* **command economy:** an economy in which resources are allocated by the government or other central authority
  - \* **market economy:** an economy in which resources are allocated by decisions of individuals and businesses
  - \* **mixed economy:** an economic system combining private and public enterprise
- 8.4.3** Explain how federal, state, and local governments are involved in the economy of the United States.
- 8.4.4** Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.
- 8.4.5** Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

- 8.4.6** Trace the development of different kinds of money used in the United States.
- 8.4.7** Trace the development of the banking system in the United States.
- 8.4.8** Explain and evaluate examples of domestic and international interdependence throughout United States history.
- 8.4.9** Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.
- 8.4.10** Compare and contrast job skills needed in different time periods in United States history.

## GRADE 8 STANDARDS IN VERTICAL FORMAT

### GRADE 8 United States History – Growth and Development (to 1877)

#### Course 0470-08

In Grade 8, students focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events.

Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources such as historic sites and buildings to identify, evaluate and use appropriate data and reference information. This course also helps students to develop an appreciation of historical thinking skills. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 8 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p>Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.</p> <p><b>Historical Knowledge</b></p> <p><b>The American Revolution and Founding of the United States: 1754 to 1801</b></p> <p><b>8.1.1</b> Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.</p> <p><b>8.1.2</b> Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.</p>	<p>Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.</p> <p><b>Foundations of Government</b></p> <p><b>8.2.1</b> Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.</p>	<p>Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.</p> <p><b>The World in Spatial Terms</b></p> <p><b>8.3.1</b> Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.</p> <p><b>Places and Regions</b></p> <p><b>8.3.2</b> Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).</p>	<p>Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.</p> <p><b>8.4.1</b> Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>8.1.3</b> Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).</p> <p><b>8.1.4</b> Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).</p> <p><b>8.1.5</b> Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).</p> <p><b>8.1.6</b> Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.</p>	<p><b>8.2.2</b> Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.</p> <p><b>8.2.3</b> Examine ways that the national government affects the everyday lives of people of the United States.</p> <p style="text-align: center;"><b>Functions of Government</b></p> <p><b>8.2.4</b> Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.</p> <p><b>8.2.5</b> Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.</p> <p style="text-align: center;"><b>Roles of Citizens</b></p> <p><b>8.2.6</b> Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.</p>	<p style="text-align: center;"><b>Physical Systems</b></p> <p><b>8.3.3</b> Identify and locate the major climate regions in the United States and describe the characteristics of these regions.</p> <p><b>8.3.4</b> Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.</p> <p style="text-align: center;"><b>Human Systems</b></p> <p><b>8.3.5</b> Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.</p> <p><b>8.3.6</b> Using maps identify changes influenced by growth, economic development and human migration in the United States.</p> <p><b>8.3.7</b> Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.</p>	<p><b>8.4.2</b> Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.</p> <p><b>*traditional economy:</b> an economy in which resources are allocated based on custom and tradition</p> <p><b>*command economy:</b> an economy in which resources are allocated by the government or other central authority</p> <p><b>*market economy:</b> an economy in which resources are allocated by decisions of individuals and businesses</p> <p><b>*mixed economy:</b> an economic system combining private and public enterprise</p> <p><b>8.4.3</b> Explain how federal, state, and local governments are involved in the economy of the United States.</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>8.1.7</b> Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.</p> <p><b>8.1.8</b> Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.</p> <p><b>8.1.9</b> Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.</p> <p><b>8.1.10</b> Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.</p>	<p><b>8.2.7</b> Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.</p> <p><b>8.2.8</b> Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.</p> <p><b>8.2.9</b> Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.</p> <p><b>8.2.10</b> Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.</p>	<p><b>8.3.8</b> Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.</p> <p><b>8.3.9</b> Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.</p>	<p><b>8.4.4</b> Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.</p> <p><b>8.4.5</b> Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.</p> <p><b>8.4.6</b> Trace the development of different kinds of money used in the United States.</p> <p><b>8.4.7</b> Trace the development of the banking system in the United States.</p> <p><b>8.4.8</b> Explain and evaluate examples of domestic and international interdependence throughout United States history.</p> <p><b>8.4.9</b> Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.</p> <p><b>8.4.10</b> Compare and contrast job skills needed in different time periods in United States history</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>8.1.11</b> Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.</p> <p><b>National Expansion and Reform: 1801 to 1861</b></p> <p><b>8.1.12</b> Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.</p> <p><b>8.1.13</b> Explain the main issues, consequences, and landmark decisions of the Marshall Court.</p> <p><b>8.1.14</b> Analyze the causes and consequences of the War of 1812.</p> <p><b>8.1.15</b> Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.</p>			

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>8.1.16</b> Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.</p> <p><b>8.1.17</b> Explain relationships and conflict between settlers and Native Americans on the frontier.</p> <p><b>8.1.18</b> Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.</p> <p><b>8.1.19</b> Analyze the causes and effects of the Mexican War (1846-1848).</p>			



Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>8.1.20</b> Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.</p> <p><b>8.1.21</b> Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.</p> <p><b>8.1.22</b> Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad</p> <p><b>8.1.23</b> Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.</p>			

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>The Civil War and Reconstruction Period: 1850 to 1877</b></p> <p><b>8.1.24</b> Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.</p> <p><b>8.1.25</b> Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.</p> <p><b>8.1.26</b> Compare and contrast the three plans for Reconstruction and evaluate the merits of each.</p> <p><b>8.1.27</b> Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.</p>			

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making</b></p> <p><b>8.1.28</b> Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.</p> <p><b>8.1.29</b> Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.</p> <p><b>8.1.30</b> Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.</p> <p><b>8.1.31</b> Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.</p>			



**Indiana Academic Standards**  
**Content Area Literacy: History/Social Studies**

*Adopted April 2014*

**Guiding Principle:** *Students develop discipline-specific reading and writing skills. Within the areas of History/Social Studies, students apply these skills in order to develop a deeper understanding of the content area.*

There are six key areas found in the Literacy in History/Social Studies section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Literacy in History/Social Studies.

Note that the standards in this section are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6-12 (e.g., History/Social Studies teachers, Science teachers, Career and Technical Education teachers, etc.) on expectations for integrating reading and writing skills into their classrooms.

In Literacy in History/Social Studies, students are expected to do the following:

LEARNING OUTCOMES	<b>LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES</b>		
	<b>Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	<b>9-10.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	<b>11-12.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
KEY IDEAS AND TEXTUAL	<b>6-8.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<b>9-10.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<b>11-12.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.
	<b>LH.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b>		
	<b>Extract and construct meaning from history/social studies texts using a variety of comprehension skills</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.	<b>9-10.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<b>11-12.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	<b>6-8.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>9-10.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<b>11-12.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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	<b>6-8.LH.2.3:</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., <i>how a bill becomes a law, how interest rates are raised or lowered</i> ).	<b>9-10.LH.2.3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	<b>11-12.LH.2.3:</b> Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>	<b>LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</b> <b>Build understanding of history/social studies texts, using knowledge of structural organization and author’s purpose and message</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.3.1:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>9-10.LH.3.1:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	<b>11-12.LH.3.1:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., <i>how Madison defines faction in Federalist No. 10</i> ).
	<b>6-8.LH.3.2:</b> Describe how a text presents information (e.g., <i>sequentially, comparatively, causally</i> ).	<b>9-10.LH.3.2:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>11-12.LH.3.2:</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
	<b>6-8.LH.3.3:</b> Identify aspects of a text that reveal an author’s perspective or purpose (e.g., <i>loaded language, inclusion or avoidance of particular facts</i> ).	<b>9-10.LH.3.3:</b> Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	<b>11-12.LH.3.3:</b> Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
<b>SYNTHESIS AND CONNECTION OF IDEAS</b>	<b>LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)</b> <b>Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.4.1:</b> Integrate visual information (e.g., <i>charts, graphs, photographs, videos, or maps</i> ) with other information in print and digital texts.	<b>9-10.LH.4.1:</b> Integrate quantitative or technical analysis (e.g., <i>charts, research data</i> ) with qualitative analysis in print or digital text.	<b>11-12.LH.4.1:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>visually, quantitatively, as well as in words</i> ) in order to address a question or solve a problem.
	<b>6-8.LH.4.2:</b> Distinguish among fact, opinion, and reasoned judgment in a text.	<b>9-10.LH.4.2:</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.	<b>11-12.LH.4.2:</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
	<b>6-8.LH.4.3:</b> Compare and contrast treatments of the same topic in a primary and secondary source.	<b>9-10.LH.4.3:</b> Analyze the relationships among primary and secondary sources on the same topic.	<b>11-12.LH.4.3:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

<b>WRITING GENRES</b>	<b>LH.5: WRITING GENRES (WRITING)</b>		
	<b>Write for different purposes and to specific audiences or people</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.5.1:</b> Write arguments focused on discipline-specific content.	<b>9-10.LH.5.1:</b> Write arguments focused on discipline-specific content.	<b>11-12.LH.5.1:</b> Write arguments focused on discipline-specific content.
	<b>6-8.LH.5.2:</b> Write informative texts, including analyses of historical events.	<b>9-10.LH.5.2:</b> Write informative texts, including analyses of historical events.	<b>11-12.LH.5.2:</b> Write informative texts, including analyses of historical events.
<b>THE WRITING PROCESS</b>	<b>LH.6: THE WRITING PROCESS (WRITING)</b>		
	<b>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.6.1:</b> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	<b>9-10.LH.6.1:</b> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	<b>11-12.LH.6.1:</b> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
	<b>6-8.LH.6.2:</b> Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<b>9-10.LH.6.2:</b> Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<b>11-12.LH.6.2:</b> Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>THE RESEARCH PROCESS</b>	<b>LH.7: THE RESEARCH PROCESS (WRITING)</b>		
	<b>Build knowledge about the research process and the topic under study by conducting short or more sustained research</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.7.1:</b> Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<b>9-10.LH.7.1:</b> Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>11-12.LH.7.1:</b> Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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	<b>6-8.LH.7.2:</b> Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., <i>APA</i> or <i>Chicago</i> ).	<b>9-10.LH.7.2:</b> Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., <i>APA</i> or <i>Chicago</i> ).	<b>11-12.LH.7.2:</b> Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., <i>APA</i> or <i>Chicago</i> ).
	<b>6-8.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.	<b>9-10.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.	<b>11-12.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.

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# APPENDIX A – TEACHER RESOURCE GUIDE

## GRADE 8 UNITED STATES HISTORY (to 1877)

*Updated February 2015*

This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document is a living document and will be frequently updated. Please send any suggested links and report broken links to:

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The links compiled and posted in this Resource Guide have been provided by the Department of Education and other sources. The DOE has not attempted to evaluate any posted materials. They are offered as samples for your reference only and are not intended to represent the best or only approach to any particular issue. The DOE does not control or guarantee the accuracy, relevance, timeliness, or completeness of information contained on a linked website; does not endorse the views expressed or services offered by the sponsor of a linked website; and cannot authorize the use of copyrighted materials contained in linked websites. Users must request such authorization from the sponsor of the linked website.

### GOOD WEBSITES FOR SOCIAL STUDIES:

- [Destination Indiana](#) From the Indiana Historical Society
- [EDSITEMENT](#)
- [DOCS TEACH](#)
- [DIGITAL HISTORY](#)
- [HISTORICAL SCENE INVESTIGATION](#)
- [LIBRARY OF CONGRESS](#)
- [American Memory – The Library of Congress](#)
- [TEACHING AMERICAN HISTORY.ORG](#)
- [READING LIKE A HISTORIAN](#) (free registration)
- [Have Fun With History](#)
- [52 social studies passages to teach K-8 reading comprehension. >>](#) ReadWorks
- [GILDER LEHRMAN Institute of American History](#) (free registration)
- [U.S. History Resources](#)
- [50 Core Documents](#)
- [US History – 1800's](#)
- [The Presidents of the United States](#)
- [The National Museum of American History](#)
- [American History Outlines, Charts, Etc](#)
- [K - 12th Grade Informational Articles](#)
- [K - 12th Grade Passages with Vocabulary](#)

## Standard 1 History

Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

### Historical Knowledge

#### The American Revolution and Founding of the United States: 1754 to 1891

- 8.1.1 Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.

#### Key Terms/Topics

Mohawk, Iroquois, Huron and Ottawa;  
French and Native American Indian alliances;  
French and Indian War;  
British alliances with Native American Indians;  
settler encroachment on Native American Indian lands;  
Native American Indian participation in the Revolutionary War

#### Resources

[American Indians.net](#) *American Indians'* Cultural Network presents history, culture, archeology, empires, tribes, arts and crafts, jewelry, expeditions to the *Indian* country.  
[Native American Cultures](#) The History Channel  
[United States History Map-Indians](#)  
[The Lenape on the Wapahani River](#)  
[Natives and Spaniards](#)

- 8.1.2 Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.

#### Key Terms/Topics

3 G's—Gold, Glory, God  
The search for gold by the Spanish  
French fur trade  
Spanish and French missions  
Taxation without Representation

#### Resources

[American Colonies Chart](#)

Historical Scene Investigation: [The “Starving Time” in Jamestown](#) What caused the failure of the Jamestown Colony in 1610?  
[The Quakers, the Dutch, and the Ladies](#)

- 8.1.3 Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).

#### **Resources**

- [KEY EVENTS & BATTLES, FRENCH & INDIAN WAR](#) (chart)
- Gilder Lehrman: [The French and Indian War](#) In this unit students will develop a thorough knowledge of the French and Indian War through several primary documents
- [The French and Indian War: Causes and Effects](#)
- [French and Indian War Resources](#)
- A Guide to the French and Indian War: <http://www.loc.gov/rr/program/bib/frenchindian/>
- [French and Indian War](#)
- [The War That Made America: French and Indian War Timeline](#) (PBS Learning Media)
- [Seven Years War and the Great Awakening](#)
- [Taxes and Smuggling](#)

- 8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).

#### **Key Terms/Topics**

- |                        |                                    |
|------------------------|------------------------------------|
| • Proclamation of 1763 | • Declaratory Act                  |
| • Sugar Act            | • Townshend Acts                   |
| • Quartering Act       | • Tea Act                          |
| • Stamp Act            | • Coercive Acts (Intolerable Acts) |

#### **Resources**

- [Colonists Protest British Policies](#) (Video Clip)
- [British Reforms and Colonial Resistance, 1763-1766](#)
- Historical Scene Investigation: [The Boston Massacre](#) Students explore different perspectives and viewpoints on who was responsible for the Boston Massacre. Both text and image primary and secondary sources are offered as evidence for the students to consider
- [History Channel Video Clips](#)
- Political Cartoon: [The Colonies Reduced](#)

- 8.1.5 Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).

**Key Terms/Topics**

Salutary Neglect  
Enlightenment  
Taxation Without Representation  
Unwillingness to compromise  
Great Britain had huge debt after French and Indian War

**Resources**

- Revolutionary War Animated Maps: <http://www.revolutionarywaranimated.com/>
- [Declaration of Independence](#)
- [The Declaration of Independence](#) (ConSource)
- [The Declaration and Natural Rights](#)
- [The Declaration of Independence: An Analytical View](#)
- Digital History: [American Revolution](#) (be sure to check "DOCUMENTS" and "FOR TEACHERS")
- [Liberty Kids: American Revolution](#)
- TEACHING WITH DOCUMENTS: [IMAGES OF THE AMERICAN REVOLUTION](#)
- Historical Scene Investigation: [Lexington and Concord](#)
- Gilder Lehrman: [The Declaration of Independence](#)
- [The American Revolution](#) Teach US History.org
- [The American Revolution](#) (PBS Learning Media)
- [PBS: The American Revolution](#)

- 8.1.6 Identify and give the significance of major events in the creation of the Constitution such as:

**Key Terms/Topics**

the enactment of state constitutions,  
the Constitutional conventions,  
the willingness to compromise, and  
the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.

**Resources**

- [Magna Carta and Its American Legacy](#)
- [Articles of Confederation compared to the U.S. Constitution](#)
- [8th Grade Articles of Confederation graphic text](#)
- Edsitement – Lesson 1: [The President Under the Articles of Confederation](#)
- Edsitement – Lesson 2: [Chief Executives compared: The Federalist Papers](#)
- [Bill of Rights Infographic](#)
- Historical Scene Investigation: ["I Smelt a Rat"](#) (Constitution Controversy)
- Gilder Lehrman: [Our Constitution: The Bill of Rights](#)
- Gilder Lehrman: [The United States Constitution: Federalists v. Anti-Federalists](#)
- [Federalists & Antifederalists Chart](#)
- [The ConSource United States Constitution for Kids](#)
- [The Constitution, the Articles, and Federalism](#)

- 8.1.7 Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.

**Key Terms/Topics**

Precedent

First Cabinet created

Judiciary Act of 1789

Hamilton's Financial Program

Proclamation of Neutrality (1793)

Jay's Treaty (1794)

The Pinckney Treaty (1795)

Whiskey Rebellion

Washington's Farewell Address

**Resources**

- Edsitement: [George Washington: The Precedent President](#)
- [Washington and the Whiskey Rebellion](#)
- [Gilder Lehrman: Washington's Farewell Address](#)
- [Judiciary Act of 1789](#)

- 8.1.8 Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.

**Key Terms/Topics**

Federalists vs. Democratic-Republicans

Loose Interpretation vs. Strict Interpretation of Constitution

**Resources**

- [JEFFERSON/HAMILTON VIEWPOINTS](#)
- EDSITEMENT: [The First American Party System: Federalists and Democratic-Republicans: The Platforms They Never Had](#)
- [Thomas Jefferson versus Alexander Hamilton](#)
- [FEDERALIST PARTY VS. DEMOCRAT-REPUBLICANS](#)
- [Competing Visions of Government: the Federalists vs. the Republicans](#)
- [Where US Politics Came From](#)

- 8.1.9 Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.

**Key Terms/ Topics**

The XYZ Affair

Alien and Sedition Acts

Virginia and Kentucky Resolutions

8.1.9 Resources on next page

### Resources

- [XYZ Affair](#) (short video)
- [President John Adams: From Alien and Sedition Acts to XYZ Affair](#) (Video)
- Primary Documents: [Alien and Sedition Acts](#)
- Edsitement: [The Sedition Act: Certain Crimes Against the United States](#) (5 Lessons)
- [Should the Freedom of Speech and the Press Ever Be Limited](#)
- [Virginia and Kentucky Resolutions](#)
- [Presidential Election of 1800: A Resource Guide](#)
- [The Election of 1800](#)
- Digital History: [The Election of 1800](#)
- [Jefferson and Liberty](#)
- [Commander in Chief: Barbary Pirates](#)
- [Thomas Jefferson and His Democracy](#)

**8.1.10** Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.

- [James Otis](#)
- [Abigail Adams](#)
- [Mercy Otis Warren](#)
- [Patrick Henry](#)
- [Samuel Adams](#)
- [Thomas Jefferson](#)
- [Thomas Paine](#)
- [James Madison](#)
- [George Washington](#)
- [Alexander Hamilton](#)
- [John Adams](#)
- [Benjamin Banneker](#)

**8.1.11** Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.

### Resources

- [Slavery Fact Sheets](#) (from Digital History)
- [The History of Slavery](#)
- [Middle Passage](#)
- Edsitement: [Factory vs. Plantation in the North and South](#)
- Edsitement: [People and Places in the North and South](#)
- [Slavery Before Statehood](#)
- [Slavery](#)

### **National Expansion and Reform: 1801 to 1861**

**8.1.12** Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America to initial push towards westward expansion.

### Resources

- [Louisiana Purchase](#)
- [The Louisiana Purchase: A Heritage Explored](#)
- [Westward Expansion: The Louisiana Purchase](#)
- [Teaching With Documents: The Lewis and Clark Expedition](#)
- [National Geographic: Lewis and Clark](#)
- [The Louisiana Purchase](#)
- [How and why did America expand westward?](#)
- [Jefferson and the Louisiana Purchase](#)
- [Go West Across America with Lewis and Clark](#)
- [Lewis and Clark](#) (Smithsonian Education)

8.1.13 Explain the main issues, consequences, and landmark decisions of the Marshall Court.

#### LANDMARK MARSHALL COURT DECISIONS

- **\*\*[Marbury v. Madison \(1803\)](#)\*\***
- [Fletcher v. Peck \(1810\)](#)
- **\*\*[McCulloch v. Maryland \(1819\)](#)\*\***
- [Dartmouth College Case \(1819\)](#)
- [Gibbons v. Ogden \(1824\)](#)
- [Cherokee Indian Cases \(1830's\)](#)
- [Major Cases of the Marshall Court \(a brief description\)](#)

#### INFORMATION ON JOHN MARSHALL

- [A Federalist Stronghold: John Marshall's Supreme Court](#)
- [Brief John Marshall Outline](#)
- [The Marshall Court](#) (from the Supreme Court Historical Society)

#### AARON BURR TRIAL (1807)[a major Marshall Court decision]

- [The Aaron Burr Treason Trial](#) (YouTube)
- [The Burr Conspiracy](#)

#### POSSIBLE LESSONS

- Edsitement: [John Marshall, Marbury v. Madison, and Judicial Review—How the Court Became Supreme](#)
- Edsitement: [The Supreme Court: The Judicial Power of the United States](#)

8.1.14 Analyze the causes and consequences of the War of 1812.

#### Resources

- History Channel: [War of 1812](#) (good summary of causes)
- [War of 1812 Timeline](#)
- [The War of 1812 and the Hartford Convention](#)
- Edsitement: [President Madison's 1812 War Message: A Brief Overview](#)
- Edsitement: [Documentary Review](#)
- Edsitement: [Answers Lead to More Questions](#)
- [The Society of the War of 1812 in the State of Indiana](#)
- [The War of 1812](#) (PBS Learning Media)
- [The War of 1812](#)

8.1.15 Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.

#### Key Terms/Topics

Era of Good Feelings

#### Foreign Policy

Rush-Bagot Agreement  
Adams-Onís Treaty

Monroe Doctrine

#### Domestic Policy

Protective Tariff  
National Bank

Internal Improvements  
Panic of 1819

8.1.15 continued on next page

### Resources

#### Foreign Policy

- [Rush-Bagot Agreement and Convention of 1818](#)
- [purchase of Florida \(1819\)](#)
- [The Monroe Doctrine](#) Text
- [The Monroe Doctrine](#)
- Office of the Historian: [Monroe Doctrine, 1823](#)
- Edsitement: [The Monroe Doctrine: A Close Reading](#)
- Gilder Lehrman Institute: [The Monroe Doctrine](#)
- [James Monroe: Foreign Affairs](#)

#### Domestic Policy

- [Federal Power: James Madison](#)
- [Henry Clay's American System -- PowerPoint](#)
- [The Era of Good Feelings and the Two-Party System](#)
- [The Era of Good Feelings Slide Show](#)
- [The Boott Cotton Mills of Lowell, Massachusetts](#)

- 8.1.16** Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.

#### Key Terms/Topics

Extension of democracy  
Nominating conventions  
Popular election of the President  
Universal male suffrage





Spoils System  
Nullification  
Indian Removal  
Destruction of National Bank

### Resources

- Digital History: [Jacksonian Democracy](#)
- [Economy in the Jackson Era](#)
- [Andrew Jackson shuts down Second Bank of the U.S.](#)
- [Andrew Jackson, Banks, and the Panic of 1837](#)
- [The Nullification Crisis](#) Gilder Lehrman (Free Registration)
- [Nullification Part 1](#) (PBS Video)
- [Nullification Part 2](#) (PBS Video)
- [Gilder Lehrman: Andrew Jackson's Message to Congress Concerning the Indian Removal Act of 1830](#)
- [Indian Removal](#)
- [Indian Removal and the Politics of Westward Expansion](#)
- [Removal of the Indians](#)
- [The Trail of Tears](#)
- [Indian Removal](#) PBS Video
- [The Growth of Regionalism, 1800-1860](#)
- [The Age of Jackson](#)

- 8.1.17** Explain relationships and conflict between settlers and Native Americans on the frontier

#### Resources

- [Rise and fall of the Iroquois Confederacy](#)
- [Battle of Tippecanoe](#) 
- [Pigeon Creek Massacre](#) 
- [Massacre at Deer Lick Creek](#) 
- [The Fall Creek Massacre](#) 



**8.1.18** Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.

**Key Terms/Topics**

Missouri Compromise  
Compromise of 1850  
Kansas-Nebraska Act

Texas annexation  
"Fifty-four Forty or Fight"  
Election of James K. Polk

**Resources**

- [Westward Expansion](#)
- Gilder Lehrman: [Rural America: The Westward Movement](#)
- [Purchase of Florida \(1819\)](#)
- [The Oregon Trail](#)
- [Westward Expansion](#) (Map)
- [Manifest Destiny](#) (PBS Learning Media)
- Edsitement: [Slavery's Opponents and Defenders](#)
- [the Gadsden Purchase](#)
- [Indian Removal and the Politics of Westward Expansion](#)
- [the annexation of Texas \(1845\)](#)
- [acquisition of Oregon Territory \(1846\)](#)
- [the California gold rush](#)
- [John Jacob Astor](#)
- [Native American Indian conflicts and removal](#)
- [War and Expansion](#)

**Compromises Associated with westward expansion of slavery**

**Missouri Compromise**

PBS: [Historical Document: Missouri Compromise](#)

Edsitement: [An Early Threat of Secession: The Missouri Compromise of 1820 and the Nullification Crisis](#)

8<sup>th</sup> Grade Lesson: [Sectionalism and the Missouri Compromise](#)

Education Portal: [Henry Clay and the Missouri Compromise](#)

**Compromise of 1850**

[The Missouri compromise and the Compromise of 1850](#)

CongressLink: [The Compromise of 1850](#)

Library of Congress: [Compromise of 1850](#)

**Kansas-Nebraska Act**

Digital History: [Civil War in Kansas](#)

**8.1.19** Analyze the causes and effects of the Mexican War (1846-1848).

**Key Terms/Topics**

Slidell Mission  
Zachary Taylor  
Treaty of Guadalupe Hidalgo

Mexican Cession  
Ostend Manifesto  
Gadsden Purchase

**Resources**

[the annexation of Texas \(1845\)](#)

[PBS: US-Mexican War](#)

[The Mexican-American War](#) (PBS Learning Media)

[Teaching With Documents: The Treaty of Guadalupe Hidalgo](#)

**8.1.20** Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.

**Resources**

- [History of U.S. Immigration](#)
- [The History of Immigration Policies in the U.S.](#)
- [Immigration and U.S. History](#)
- [A Brief History of U.S. Immigration Policy](#)
- [German and Irish Immigration](#)

**8.1.21** Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.

**Resources**

- Edsitement: [Life Before the Civil War](#)
- Edsitement: [Women's Lives Before the Civil War](#)
- [Cult of Domesticity](#)
- Digital History: [Immigration](#)
- [Irish Immigration](#)



**8.1.22** Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad

**Key Terms/ Topics**

Nat Turner  
William Lloyd Garrison (*The Liberator*)  
Frederick Douglass (*North Star*)

Underground Railroad  
Harriet Tubman

**Resources**

- [Unremitting Struggle \(1619-1865\)](#)
- Gilder Lehrman: Frederick Douglass: [What to the Negro Is the Fourth of July?](#) (free registration)
- [Levi Coffin](#) 
- [The Underground Railroad](#) (Interactive)
- [Aboard the Underground Railroad](#)
- [Underground Railroad: The William Still Story](#)
- [Underground Railroad: A Path to Freedom](#) (Library of Congress)
- [The Underground Railroad: Journey to Freedom](#)
- [A Brief History of the American Abolitionist Movement](#)
- [Mary Bateman Clark: A Woman of Colour and Courage](#) 
- [This Far By Faith: Black Hoosier Heritage](#)
- [Slavery and Freedom](#) (PBS Learning Media)

**8.1.23** Analyze the influence of early individual social reformers and movements such as the abolitionist, prison reform, women's suffrage and utopian movements.

**Resources**

Primary Sources: [Antebellum Slavery](#)

**Abolitionists**

- [John Brown](#)
- [Nat Turner](#)
- [Frederick Douglass](#)
- [Harriet Tubman](#)
- [William Lloyd Garrison](#)
- [Harriet Beecher Stowe](#)
- [Sojourner Truth](#)

8.1.23 continued on next page

## Feminist

- [Elizabeth Cady Stanton](#)
- [the Seneca Falls Convention](#)
- [The Declaration of Sentiments](#)
- [Dorthea Dix](#)
- [Lucretia Mott](#)

## Social Reform Movements

- [Horace Mann](#)
- [Robert Owen](#) (New Harmony) 
- [Utopian movements](#)
- [Temperance Movement](#)

## **The Civil War and Reconstruction Period: 1850 to 1877**

**8.1.24** Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.

### Key Terms/Topics

#### **Events Leading to the Civil War**

- Compromise of 1850
- Fugitive Slave Law
- Uncle Tom's Cabin* (Harriet Beecher Stowe)
- Kansas-Nebraska Act
- "Bleeding Kansas"
- Birth of Republican party
- Dred Scott v. Sandford* (1857)
- Lincoln-Douglas debates
- John Brown's Raid
- Election of Lincoln (1860)

#### **Causes**

- Economic and Social differences between the North and the South
- States versus Federal rights
- The fight between Slave and Non-Slave State proponents
- Growth of abolition movement
- Election of Lincoln

### Resources

- Crossroads of War: [The Coming Storm](#)
- Civil War.org: [The Gathering Storm: The Coming of the Civil War](#)
- [Causes of the Civil War](#)
- [The History Place Timeline – The U.S. Civil War 1861-1865](#)
- [Civil War Lesson Plans](#)

### Missouri Compromise

- PBS: [Historical Document: Missouri Compromise](#)
- Edsitement: [An Early Threat of Secession: The Missouri Compromise of 1820 and the Nullification Crisis](#)
- 8<sup>th</sup> Grade Lesson: [Sectionalism and the Missouri Compromise](#)
- [The Missouri compromise and the Compromise of 1850](#)
- Education Portal: [Henry Clay and the Missouri Compromise](#)

### The Compromise of 1850

- CongressLink: [The Compromise of 1850](#)
- Library of Congress: [Compromise of 1850](#)
- [The Compromise of 1850 graphic text](#)

8.1.24 continued on next page

### **Furor over publication of Uncle Tom's Cabin (1852)**

Video: [Uncle Tom's Cabin and its Effects](#)

### **Kansas-Nebraska Act (1854)**

Digital History: [Civil War in Kansas](#)

### **The Dred Scott Case (1857)**

- [Dred Scott v. Sandford \(1857\)](#)
- Digital History: [The Controversial Dred Scott Decision](#)
- [James Buchanan and the Dred Scott Decision](#)

### **The Lincoln-Douglas Debates (1858)**

- Digital History: [Lincoln vs. Douglas](#)

### **John Brown's Raid**

- Digital History: [John Brown at Harper's Ferry](#)

### **The presidential election of 1860**

- Edsitement: [Abraham Lincoln, the 1860 Election, and the Future of American Union and Slavery](#)
  - [Election of 1860](#)

**8.1.25** Identify the factors, individuals, and events which influenced the outcome of the Civil War and explain the significance of each.

### **Key Terms/Topics**

#### **Factors which influenced the outcome**

Population

Union blockade

Industrial superiority

Leadership

Wealth

#### **Individuals**

Jefferson Davis

William T. Sherman

Stephen A. Douglas

Thaddeus Stevens

Abraham Lincoln

Benjamin Harrison

Robert E. Lee

Oliver Morton

Ulysses S. Grant

Lew Wallace

#### **Resources**

- History Blueprint: [Civil War Unit](#)
- Library of Congress: [The Civil War](#)
- Historical Scene Investigation: [Growing Up before they had to: Children of the Civil War](#)
- [Black Soldiers in the Civil War](#)
- [Civil War Primary Documents](#)
- [Women in the Civil War: Ladies, Contraband and Spies](#) (Library of Congress)
- Civil War Animated Maps: <http://www.civilwaranimated.com/>
- [Battles of the Civil War](#)

*8.1.25 continued on next page*

## **EVENTS**

### **The Battle of Manassas (Bull Run)**

- <http://www.civilwar.org/battlefields/bullrun.html>

### **The Battle of Antietam**

- <http://www.civilwar.org/battlefields/antietam.html>

### **Emancipation Proclamation**

- [Abraham Lincoln and the Emancipation Proclamation](#)

### **The Battle of Vicksburg**

[Vicksburg](#)

### **The Battle of Gettysburg**

[Gettysburg](#)

[Battle of Gettysburg](#) (History Channel Video)

[Battle of Gettysburg](#)

### **Gettysburg Address**

[Gettysburg Address](#)

[Gettysburg Address](#) (Library of Congress)

### **Sherman's March**

[Sherman's March](#) (History Channel)

[Sherman's March to the Sea](#) (PBS)

8.1.26 Compare and contrast the three plans for reconstruction and evaluate the merits of each.

### **Key Terms/Topics**

Lincoln's Reconstruction Plan (10 % Plan)

Johnson's Reconstruction Plan (10% +)

Congressional Reconstruction Plan

### **Resources**

- [The Proclamation of Amnesty and Reconstruction](#) (Lincoln)
  - Digital History: [Overview of Reconstruction](#)
- [Edsitement: the Battle Over Reconstruction: The Aftermath of War](#)
- [Edsitement: the Battle Over Reconstruction: The Politics of Reconstruction](#)
- [Edsitement: the Battle Over Reconstruction: The Aftermath of Reconstruction](#)
  - PBS: [Lincoln and Reconstruction](#)

**8.1.27** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

### Resources

#### **CIVIL WAR AMENDMENTS**

[13th Amendment](#)   [14th Amendment](#)   [15th Amendment](#)

PBS: [The Meaning of the Fourteenth Amendment](#)

Education Portal: [The Reconstruction Amendments](#)

- [How successful was reconstruction in dealing with the economic and social problems of freedmen?](#)
- [To what extent did Reconstruction create political equality for freedmen?](#)
- [What happened to freedmen after reconstruction came to an end?](#)
- [How was legalized segregation created in the south?](#)
- [Forty Acres and a Mule](#)
- iCivics: [Civil War and Reconstruction](#) (free registration)
- [Effects of Reconstruction Timeline](#) (National Humanities Center)
- [Emancipation Movements](#) (National Humanities Center)
- [After Reconstruction: Problems of African Americans in the South](#) (Library of Congress)

#### **Impeachment of Andrew Johnson**

- [Johnson's impeachment](#)
- [The Impeachment of Andrew Johnson](#)
- [Johnson's Impeachment](#) (Bill of Rights Institute)
- [Andrew Johnson Political Cartoons](#)

#### **Civil Rights Act – 1866**

PBS: [The 1866 Civil Rights Act](#)

### **KKK**

Digital History: [The Ku Klux Klan](#)

#### **Black Codes**

[The Origins of Black Codes](#) (Short Video)

[Reconstruction – Black Codes](#) (You Tube Video)

#### **Jim Crow laws**

- iCivics: [Jim Crow](#)
- [Jim Crow in America](#) (Library of Congress)

#### **Election of 1876-Rutherford B Hayes disputed election**

[The Campaign and Election of 1876](#)

[The Compromise of 1877](#)

## **Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making**

- 8.1.28** Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.
- 8.1.29** Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.
- 8.1.30** Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
- 8.1.31** Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

## **Standard 2 Civics and Government**

*Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.*

[Government Lesson Plans, Games, Activities, Presentations](#)

**Gilder Lehrman:** [The Preamble to the US Constitution, the Pledge of Allegiance, and the Declaration of Independence](#)

### **Foundations of Government**

- 8.2.1** Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.

#### **Resources**

[100 Milestone Documents](#)

[the Virginia Declaration of Rights](#)

[the Declaration of Independence](#)

[The Declaration of Independence](#) (ConSource)

[the Virginia Statute for Religious Freedom](#)

[the Massachusetts Constitution of 1780](#)

[the Northwest Ordinance](#)

[the 1787 U.S. Constitution](#)

[the Bill of Rights](#)

the [Federalist](#) and [Anti-Federalist Papers](#)

[Common Sense](#)

[Washington's First Inaugural Address \(1789\)](#)

[Washington's Farewell Address \(1796\)](#)

[Jefferson's First Inaugural Address \(1801\)](#)

- 8.2.2** Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.

#### **Resources**

[Three Branches of Government](#)

[Separation of Powers - National Constitution Center](#)

[Separation of Powers Chart](#)

[6-8 Article III Supreme Court.doc](#)

**8.2.3** Examine ways that the national government affects the everyday lives of people of the United States.

**Key Terms/Topics**

Purchasing and distributing public goods and services  
coining money  
financing government through taxation  
conducting foreign policy  
providing a common defense  
regulating commerce

**Resources**

[Ryan White: Facing Discrimination, Finding Determination](#)  
[Anne Frank: Facing Hatred, Daring to Dream](#)

**Functions of Government**

**8.2.4** Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.

**Resources**

iCIVICS – [On the Level](#) (free registration)  
[Constitutional Basis of Federalism](#)  
[Federal System Diagram](#)  
[National vs. State Government](#)

**8.2.5** Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

**Key Terms/Topics**

**FUNCTIONS OF NATIONAL AND STATE GOVERNMENT**

- |   |   |
|---|---|
| ○ Identify important services provided by state government such as: | ○ Compare these services to functions of the federal government, such as: |
| ○ Maintaining state roads and highways                              | ○ Defense   |
| ○ Enforcing health and safety laws                                  | ○ Foreign policy.   |
| ○ Supporting educational institutions.                              |   |

**Resources**

- |  |                                     |
|--|-------------------------------------|
| • <a href="#">Indiana Constitution</a> | • <a href="#">U.S. Constitution</a> |
|--|-------------------------------------|

**Roles of Citizens**

**8.2.6** Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.

**Resources**

[Citizenship Rights and Responsibilities](#)  
[Rights and Responsibilities of Citizens](#)  
[Ryan White: Facing Discrimination, Finding Determination](#)



- 8.2.7** Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.

**Resources**

**Reform movements such as:**

- [the temperance movement](#)
- [the abolitionist movement](#)
  - [women's suffrage](#)
- [19<sup>th</sup> Century Reformers](#)

- 8.2.8** Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.

**Key Terms/Topics**

Referendums  
poll work

campaign committees  
voting

**Resources**

- Gilder Lehrman: [How We Elect a President: The Electoral College \(Grades 7-9\)](#)

- 8.2.9** Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.

- 8.2.10** Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.

## Standard 3 Geography

Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

### The World in Spatial Terms

**8.3.1** Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

#### Resources

- [Weird and Wacky Indiana](#)
- [United States Geological Survey Topographic Map Symbols brochure](#)
- [USGS topographic maps](#)
- [IndianaMap](#)
- [National Geographic Maps](#)

### Places and Regions

**8.3.2** Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

#### Resources

- [Maps of Early America](#)
- [United States History Map-Colonists](#)
- [United States History Map-The Nation Expands](#)
- [Lewis and Clark: Mapping the West](#)
- [Complete Maps of United States](#)
- [Gettysburg National Park education materials: curricula, borrow resource trunk](#)

### Physical Systems

**8.3.3** Identify and locate the major climate regions in the United States and describe the characteristics of these regions.

#### Resources

- [U.S. Climate Regions](#)
- [USA Climate](#)
- [Iclimate, Indiana Climate](#)
- [Indiana State Climate Office](#)
- [Indiana State Climatologist](#)
- [National Oceanic and Atmospheric Administration Education Outreach](#)
- [U.S. Drought Monitor](#)

**8.3.4** Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.

#### Resources

- [United States Features Map Puzzle Hints](#)
- [Major Landforms](#)

## Human Systems

- 8.3.5** Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.

### Key Terms/Topics

Cattle industry in the West

Cotton industry in the South

### Resources

- [Maps: Agriculture in the U.S. and Around the World - Slate](#)
- [United States Environmental Protection Agency Land Use Maps](#)
- [IndianaMap](#)
- [National Science Foundation Sustainability: Water short video series discussing water and land use](#)
- [City of Napa, California \(lots of different water-related ideas, activities, information\)](#)

- 8.3.6** Using maps identify changes influenced by growth, economic development and human migration in the United States.

### Key Terms/Topics

Westward expansion

impact of slavery

Lewis and Clark exploration

new states added to the union

Spanish settlement in California and Texas

### Resources

- [Expanding Westwards Map](#)
- [US States and When They Were Added to the Union](#)
- [National Archives: Maps](#)
- [IndianaMap](#)

- 8.3.7** Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.

- 8.3.8** Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.

### Key Terms/Topics

#### A few books:

“Counting on Grace” by Elizabeth Winthrop (New England mill town)

“Growing Up in Coal Country” by Susan Campbell Bartolletti (Pennsylvania coal town)

“Dragonwings” by Laurence Yep (urban growth of San Francisco and related development)

My Name is America series “The Journal of Sean Sullivan” by William Durbin (transcontinental railroad)

### Resources

- [STATS Indiana \(recent data collection for IN\)](#)
- [U.S. Census Bureau](#)
- [Historic census data \(1790+\)](#)
- [Education, Maps & Data, Reference](#)

- 8.3.9** Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

**Resources**

[Sanborn Digital, Historic Maps](#)

## Standard 4 Economics

Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

- 8.4.1** Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.

**Key Terms/Topics**

3 G's—Gold, Glory, God  
The search for gold by the Spanish  
French fur trade and  
Taxation without Representation

**Resources**

- [Timeline of Economic Growth in New England](#)
- [Historical Narrative of Economic Growth in New England](#)
- [The Economics of Jamestown](#)
- [Colonial Tobacco](#)
- [Taxation Without Representation?](#)

- 8.4.2** Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.

- \* **traditional economy:** an economy in which resources are allocated based on custom and tradition
- \* **command economy:** an economy in which resources are allocated by the government or other central authority
- \* **market economy:** an economy in which resources are allocated by decisions of individuals and businesses
- \* **mixed economy:** an economic system combining private and public enterprise

**Resources**

[Comparative Economic Systems](#)  
[How has the Constitution Shaped the Economic System in the United States?](#)  
[The Market Economy of the U.S. Constitution](#)

8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.

**The role of:**

Entrepreneurs  
Private property  
Markets  
Competition and self interest

8.4.4 Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.

**Resources**

- [Benjamin Banneker](#)
- [Excerpts from a Letter from Benjamin Banneker to Thomas Jefferson](#)
- [Eli Whitney](#)
- [Eli Whitney's Patent for the Cotton Gin](#)

8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

**Resources**

- [Eli Whitney's Patent for the Cotton Gin](#)
- [The Impact of the Cotton Gin](#)
- [Industrial History: The History of the Steam Engine](#)
- [The Impact of the Steam Locomotive](#)

8.4.6 Trace the development of different kinds of money used in the United States.

**Resources**

- [The History of U.S. Currency](#)
- [8 Things You May Not Know About American Money](#)

8.4.7 Trace the development of the banking system in the United States.

**Key Terms/Topics**

Central Bank Controversy  
State Banking Era  
Development of the gold standard

**Resources**

- [Central Banking in the United States](#)
- [The State and National Banking Eras](#)
- [The US Banking System: Origin, Development, and Regulation](#) Gilder Lehrman (free registration)
- [A History of Central Banking in the United States | The Federal ...](#)
- [A Short Banking History of the United States](#)

**8.4.8** Explain and evaluate examples of domestic and international interdependence throughout United States history.

**Key Terms/Topics**

Triangular trade routes

Regional exchange of resources

**Resources**

[Economy vs. Humanity](#) Exploring the Triangle Trade and the Middle Passage

**8.4.9** Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.

**8.4.10** Compare and contrast job skills needed in different time periods in United States history.

## Appendix B

### UNITED STATES HISTORY (1877 to Present)

#### Resources from the Indiana Historical Society

### *Standard 1 History*

Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

#### Historical Knowledge

##### **The American Revolution and Founding of the United States: 1754 to 1801**

- 8.1.1** Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.
- Copy of a speech sent from the Chiefs of the Delawares, Munsies, and Mohikins to the Governors of Pennsylvania, Maryland, and Virginia Killbuck, Speaker.  
<http://images.indianahistory.org/cdm/compoundobject/collection/ONWT/id/156/rec/32>
  - Native American Portraits from the Aboriginal Portfolio (Multiple Images)  
<http://images.indianahistory.org/cdm/landingpage/collection/aboriginals>
  - Karl Bodmer Prints (Multiple Images)  
<http://images.indianahistory.org/cdm/landingpage/collection/dc015> and  
<http://images.indianahistory.org/cdm/search/searchterm/Wied's>
  - Henry Knox, Secretary of War, to Brigadier General Josiah Harmar  
<http://images.indianahistory.org/cdm/compoundobject/collection/ONWT/id/322/rec/1>
  - War Office to Robert Johnson, Lieutenant of Woodford County  
<http://images.indianahistory.org/cdm/compoundobject/collection/ONWT/id/326/rec/4>
- 8.1.2** Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.
- 8.1.3** Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).
- A new and accurate map of the English empire in North America representing their rightful claim as confirm'd by charters, and the formal surrender of their Indian friends : likewise the encroachments of the French, with the several forts they have unjustly erected therein  
<http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/128/rec/5>
- 8.1.4** Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
- 8.1.5** Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).
- Patrick Henry's Secret Orders to George Rogers Clark  
<http://images.indianahistory.org/cdm/compoundobject/collection/dc007/id/30/show/27/rec/83>

- 8.1.6** Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.
- 8.1.7** Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
- 8.1.8** Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.
- 8.1.9** Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.
- 8.1.10** Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.
- 8.1.11** Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.

#### **National Expansion and Reform: 1801 to 1861**

- 8.1.12** Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.
- Harrison, William Henry, Vincennes, to Colonel Thomas Worthington, Washington, in the Senate  
<http://images.indianahistory.org/cdm/compoundobject/collection/dc050/id/1911/rec/1>
  - Harrison, William Henry, Vincennes, to Charles Dehault Delassus, Lieutenant Governor of Upper Louisiana, St. Louis  
<http://images.indianahistory.org/cdm/compoundobject/collection/dc050/id/318/rec/1>
  - George Rogers Clark  
<http://images.indianahistory.org/cdm/singleitem/collection/dc010/id/18/rec/29>
- 8.1.13** Explain the main issues, consequences, and landmark decisions of the Marshall Court.
- 8.1.14** Analyze the causes and consequences of the War of 1812.
- William Henry Harrison Papers and Documents, 1791-1864  
<http://images.indianahistory.org/cdm/landingpage/collection/dc050>
- 8.1.15** Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.
- 8.1.16** Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.



- 8.1.17** Explain relationships and conflict between settlers and Native Americans on the frontier.
- Battle of Tippecanoe Monument <http://images.indianahistory.org/cdm/singleitem/collection/P0130/id/1746/rec/14>
  - Cessions of Land by Indian Tribes to the United States: Illustrated by those in the State of Indiana <http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/211/rec/27> and <http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/142/rec/28>
  - Father Petit Letter <http://images.indianahistory.org/cdm/compoundobject/collection/dc007/id/56/show/50/rec/1>
- 8.1.18** Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.
- 8.1.19** Analyze the causes and effects of the Mexican War (1846-1848).
- Lew Wallace <http://images.indianahistory.org/cdm/singleitem/collection/dc010/id/48/rec/33>
- 8.1.20** Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
- George Rapp <http://images.indianahistory.org/cdm/singleitem/collection/dc010/id/109/rec/4>
  - German Immigrant Guide to the United States, 1833 <http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/1898/rec/6>
  - Map Illustrating the Pioneer Periods in Indiana <http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/139/rec/26>
  - North Cavin Street, Ligonier, Indiana <http://images.indianahistory.org/cdm/singleitem/collection/P0391/id/1173/rec/27>
  - Slovenian Girls in Traditional Dress <http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/1914/rec/34>
- 8.1.21** Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
- Ellen Musgrove to Rufus Dooley <http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/3828/rec/22>
  - Letter from James H. Meteer to Caleb Mills, April 18, 1864 <http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/406/rec/6>
  - Letter from James H. Meteer to Caleb Mills, August 8, 1864 <http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/411/rec/7>
  - Letter from James H. Meteer to Caleb Mills, February 10, 1864 <http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/401/rec/8>
  - William Trail, Jr. Letter to Brother, David <http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/1022/rec/31>
  - Valentine Baitz Naturalization Paper <http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/2898/rec/54>
  - Constitution of the State of Indiana and the Address of the Constitutional Convention, 1851 <http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/1435/rec/12>

**8.1.22** Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad

- Frederick Douglass  
<http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/1433/rec/3>
- Great Exhibition of 1860  
<http://images.indianahistory.org/cdm/singleitem/collection/P0406/id/144/rec/4>
- John Purdue  
<http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/2168/rec/5>
- North Western Christian University (NWCU ) Abolitionist Beginnings  
<http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/2536/rec/7>
- Henry Ward Beecher  
<http://images.indianahistory.org/cdm/singleitem/collection/dc012/id/12711/rec/2>
- Let the North Awake!  
<http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/204/rec/5>
- Levi Coffin  
<http://images.indianahistory.org/cdm/singleitem/collection/dc010/id/22/rec/6>
- Homestead of Levi Coffin, Fountain City, Indiana  
<http://images.indianahistory.org/cdm/singleitem/collection/P0391/id/737/rec/10>

**8.1.23** Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

- See 8.1.22 for abolitionist movement and social reformers
- "Midnight on the Battle Field." A Nurse Attends a Wounded Union Soldier, Mindful of Preventing Needless Disease and Suffering  
<http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/1205/rec/4>
- May Wright Sewall  
<http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/1146/rec/6>

### **The Civil War and Reconstruction Period: 1850 to 1877**

- Civil War Home Front (Digital Collection)  
<http://images.indianahistory.org/cdm/landingpage/collection/civil-war>
- Civil War Materials (Digital Collection)  
<http://images.indianahistory.org/cdm/landingpage/collection/dc008>
- Civil War Military Front (Digital Collection)  
<http://images.indianahistory.org/cdm/landingpage/collection/cwmf>

**8.1.24** Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.

- Letting the Cat Out of the Bag  
<http://images.indianahistory.org/cdm/singleitem/collection/P0406/id/141/rec/6>
- Outbreak of the Rebellion in the United States, 1861  
<http://images.indianahistory.org/cdm/singleitem/collection/P0406/id/470/rec/8>
- Rufus Dooley to Sarah Dooley  
<http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/4628/rec/10>

- 8.1.25** Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.
- "The Corydon Weekly Democrat"  
<http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5276/rec/7>
  - Gardner Positive [Abraham Lincoln Portrait]  
<http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/261>
  - Defenders of Our Union  
<http://images.indianahistory.org/cdm/singleitem/collection/P0406/id/717/rec/9>
  - Battle of Antietam-Taking the Bridge on Antietam Creek  
<http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/527>
  - Lew Wallace at Age 35  
<http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/233>
  - Defenders of the Union  
<http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/559>
  - Battle of Gettysburg: Engagement in the Wheat Field  
<http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/434>
  - Beem Letter from the Battle of Gettysburg (note: Many letters Beem wrote during the Civil War are available online – search Beem to locate them in the Digital Collection)  
<http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/204/rec/5>
  - Union Generals  
<http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/557>
  - Governor Oliver P. Morton  
<http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/249>
  - Eminent Upholders in Congress of the War for the Union  
<http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/551>
  - Personal War Sketches of the Members of Geo. H. Chapman Post No. 209  
<http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/164/show/155/rec/4>
- 8.1.26** Compare and contrast the three plans for Reconstruction and evaluate the merits of each.
- 8.1.27** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)
- Andrew Johnson  
<http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/583/rec/1>

**Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making**

- 8.1.28** Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.
- 8.1.29** Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.
- 8.1.30** Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.

**8.1.31** Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

- Is Our Banner Still Advancing? <http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/95/rec/2>
- O I'm a Good Old Rebel  
<http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/718/rec/4>
- Our Country's Flag  
<http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/100/rec/5>
- Text from Enlistment of Colored Soldiers Poster (John Brown Song)  
<http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/231/rec/7>
- Union Soldier's Hymn : a National Song & Melody  
<http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/116/rec/8>
- Army of the Republic  
<http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/714/rec/1>
- Rebel John by J. Byron Lewis  
<http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5286/rec/2>
- Just before the battle, Mother <http://images.indianahistory.org/cdm/compoundobject/collection/cwmf/id/3052/rec/1>
- Flag with 34 Stars  
<http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/122/rec/11>
- Edwin Forbes Artwork  
<http://images.indianahistory.org/cdm/search/collection/dc008/searchterm/art/order/title>
- Civil War Illustrations  
<http://images.indianahistory.org/cdm/search/collection/dc008/searchterm/illustrations/order/title>

## Standard 2 Civics and Government

*Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.*

### Foundations of Government

- 8.2.1** Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.
- 8.2.2** Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.
- 8.2.3** Examine ways that the national government affects the everyday lives of people of the United States.

### Functions of Government

- 8.2.4** Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.
- 8.2.5** Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

## Roles of Citizens

- 8.2.6** Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.
- 8.2.7** Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.
- 8.2.8** Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.
- 8.2.9** Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.
- 8.2.10** Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1<sup>st</sup> and 2<sup>nd</sup> Amendment rights, the right to privacy, and the rights of the individual.

## Standard 3 Geography

*Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.*

### The World in Spatial Terms

- 8.3.1** Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

### Places and Regions

- 8.3.2** Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).
- Americae Sive Novi Orbis, Nova Descriptio Map (1588)  
<http://images.indianahistory.org/cdm/singleitem/collection/dc014/id/64/rec/31>
  - America (1609)  
<http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/126/rec/30>
  - A new and accurate map of the English empire in North America representing their rightful claim as confirm'd by charters, and the formal surrender of their Indian friends : likewise the encroachments of the French, with the several forts they have unjustly erected therein (1755)  
<http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/128/rec/17>
  - An Accurate Map of the Present Seat of War, Between Great Britain and Her Colonies in North America (1776)  
<http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/129/rec/33>
  - A Map of the United States of North America Drawn from a Number of Critical Researches (1796)  
<http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/130/rec/16>

*8.3.2 continued on next page*

- A new map of part of the United States of North America exhibiting the Western Territory, Kentucky, Pennsylvania, Maryland, Virginia &c., also the Lakes Superior, Michigan, Huron, Ontario & Erie, with upper and lower Canada &c. (1805) <http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/133/rec/20>
- A Description of the Roads in the United States (1815) <http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/134/rec/14>
- Eagle Map of the United States Engraved for Rudiments of National Knowledge (1833) <http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/169/rec/70>
- Colton's United States shewing the military stations, forts, &c. (1862) <http://images.indianahistory.org/cdm/compoundobject/collection/cwmf/id/3060/rec/58>
- Colton's Map of the State of Indiana (1864) <http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5291/rec/55>

## Physical Systems

- 8.3.3** Identify and locate the major climate regions in the United States and describe the characteristics of these regions.
- 8.3.4** Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.

## Human Systems

- 8.3.5** Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.
- 8.3.6** Using maps identify changes influenced by growth, economic development and human migration in the United States.
- See 8.3.2 for maps.
- 8.3.7** Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.
- 8.3.8** Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.
- 8.3.9** Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

## Standard 4 Economics

*Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.*

- 8.4.1** Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.
- 8.4.2** Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.
- \* traditional economy: an economy in which resources are allocated based on custom and tradition
  - \* command economy: an economy in which resources are allocated by the government or other central authority
  - \* market economy: an economy in which resources are allocated by decisions of individuals and businesses
  - \* mixed economy: an economic system combining private and public enterprise
- 8.4.3** Explain how federal, state, and local governments are involved in the economy of the United States.
- 8.4.4** Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.
- 8.4.5** Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.
- 8.4.6** Trace the development of different kinds of money used in the United States.
- [Fifty-Cent Bill] (1869)  
<http://images.indianahistory.org/cdm/singleitem/collection/P0406/id/683/rec/1>
  - Store Token (1860)  
<http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5257/rec/24>
  - United States Currency (1865)  
<http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5268/rec/32>
  - United States Currency (1863)  
<http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5265/rec/31>
  - United States Currency (1862)  
<http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5262/rec/30>
- 8.4.7** Trace the development of the banking system in the United States.
- William Henry Harrison, Vincennes, to Thomas Willing  
<http://images.indianahistory.org/cdm/compoundobject/collection/dc050/id/265/rec/1>

- 8.4.8** Explain and evaluate examples of domestic and international interdependence throughout United States history.
- 8.4.9** Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.
- Account Book, James Kitley Family, 1834-43  
<http://images.indianahistory.org/cdm/singleitem/collection/miller/id/164/rec/1>
- 8.4.10** Compare and contrast job skills needed in different time periods in United States history.



# INDIANA STATE MUSEUM AND HISTORIC SITES

Angel Mounds  
Corydon  
Culbertson  
Gene Stratton-Porter Home


Lanier Mansion  
Levi Coffin House  
Limberlost  
New Harmony



T.C. Steele  
Vincennes  
Whitewater Canal



The Indiana State Museum and Historic Sites has graciously agreed to connect Indiana Academic Standards to their museum and historic sites. If you have questions or need further assistance, contact:



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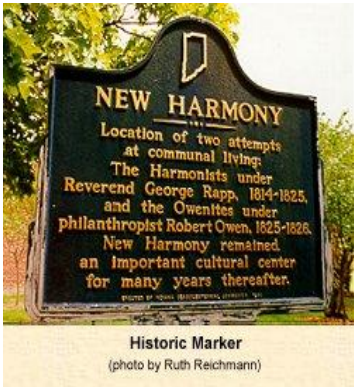

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SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>Angel Mounds</u></a></p>		<p><b><u>4<sup>th</sup> GRADE</u></b> 4.1.1</p>	<p>Located on the banks of the Ohio River in southwest Indiana, Angel Mounds State Historic Site is one of the best-preserved pre-contact Native American sites in North America. Built between A.D. 1050 and 1400, the town was occupied by 1,000 plus Mississippians. The society built 11 earthen mounds as platforms to elevate important buildings. The original town covered an area of 103 acres and served as an important religious, political and trade center for people living within a 75-mile radius.</p> <p>The site was abandoned before European explorers came to North America. Possible explanations for abandonment are depletion of natural resources, climatic changes or the collapse of the chiefdom.</p> <p>More than 600 acres comprise Angel Mounds State Historic Site. The site includes an interpretive center, recreations of the Mississippian buildings and a working reconstruction of the 1939 WPA archaeology laboratory.</p>



SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>Corydon Capitol State Historic Site</u></a></p>		<p><b><u>8TH GRADE</u></b>  8.1.28-31  8.2.8  8.2.10  8.3.2  8.4.3  8.4.10</p> <p><b><u>HIGH SCHOOL U.S. HISTORY</u></b>  USH.1.2  USH.2.3  USH.2.4</p> <p><b><u>U.S. GOVERNMENT</u></b>  USG.2.4  USG.2.6  USG.2.8</p>	<p>Corydon Capitol State Historic Site commemorates Indiana's first state capital and follows the development of Indiana from a territory to a state. Vincennes, the first territorial capital, was left on Indiana's western edge when the Illinois Territory was created and, in 1813, the capital moved to Corydon, a more central location for Indiana's population at the time.</p>
<p><a href="#"><u>Culbertson</u></a></p>		<p><b><u>8<sup>th</sup> GRADE</u></b>  8.3.9  8.4.4  8.4.10</p> <p><b><u>HIGH SCHOOL U.S. HISTORY</u></b>  USH.1.3  USH.2.1  USH.2.3  USH.2.5</p>	<p>The Culbertson Mansion reflects the affluence of a man once considered to be the wealthiest in Indiana. The three-story French, Second-Empire mansion encompasses more than 20,000 square feet and contains 25 rooms. The mansion stands as an example of the tastes, ideals and lifestyle of people during the late 1800/s</p>


SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>Lanier Mansion</u></a></p>		<p><b><u>8<sup>th</sup> GRADE</u></b>  8.1.25  8.1.28-31  8.2.9  8.3.2  8.3.4  8.4.3  8.4.4  8.4.6  8.4.7  8.4.8  8.4.9  8.4.10</p> <p><b><u>HIGH SCHOOL U.S. HISTORY</u></b>  USH.1.2  USH.2.1  USH.2.2</p> <p><b><u>U.S. GOVERNMENT</u></b>  USG.2.8  USG.3.8  USG.5.6  USG.5.8</p>	<p>Designated a National Historic Landmark in 1994, this 1844 Greek Revival mansion was designed by architect Francis Costigan for financier and railroad magnate James F.D. Lanier. Recent restoration made possible largely by funding from private sources - has recaptured the Mansions 19th century splendor</p>
<p><a href="#"><u>Levi Coffin House</u></a></p>		<p><b><u>8<sup>TH</sup> GRADE</u></b>  8.1.20-22  8.1.24  8.1.27  8.1.28-31  8.2.7  8.2.10  8.4.8</p> <p><b><u>HIGH SCHOOL U.S. HISTORY</u></b>  USH.1.2  USH.1.2  USH.1.3</p> <p><b><u>U.S. GOVERNMENT</u></b>  USG.2.8</p>	<p>Levi Coffin lived in this house from 1827 to 1847, where he helped as many as 2,000 slaves escape to freedom. The house was known as the Union Depot of the Underground Railroad, and it contained secret doors that could hide fugitives</p>

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p style="text-align: center;"> <a href="#">Limberlost</a> /  <a href="#">Gene Stratton-Porter</a>  <a href="#">Home</a> </p>	 	<p style="text-align: center;"><b><u>HIGH SCHOOL U.S. HISTORY</u></b></p> <p>           USH.3.3            USH.3.5            USH.4.2            USH.4.3            USH.4.4         </p>	<p>Gene Stratton-Porter is Indiana's most widely read female author, as well as a gifted nature photographer and entrepreneur. In her lifetime, 1863 to 1924, Porter authored 12 novels, seven nature studies, three poetry books, children's books and numerous magazine articles. With an estimated 50 million readers, her works have been translated into several foreign languages as well as Braille. Eight of her novels were produced as motion pictures</p> <p>To famed Indiana author Gene Stratton-Porter, the Limberlost Swamp was her playground, laboratory and inspiration for her acclaimed articles, fiction and photographs. In the early 1900's the Limberlost Swamp was described as a "treacherous swamp and quagmire, filled with every plant, animal and human danger known — in the worst of such locations in the central states."</p>

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>New Harmony</u></a></p>		<p><b><u>8<sup>TH</sup> GRADE</u></b>  8.1.28-31  8.4.4  8.4.10</p>	<p>New Harmony was the site of two early American utopian communities. The Harmonie Society, a group of German dissenters led by George Rapp, arrived in the United States in 1804, settling in Pennsylvania. 10 years later the Harmonists purchased 20,000 acres on the Wabash River, and moved to Indiana in 1814.</p> <p>In 1824, George Rapp decided to sell New Harmony. He found a buyer in Robert Owen, a wealthy industrialist from Scotland. In 1825, with his business partner William Maclure, Owen purchased New Harmony outright, hoping to establish a model community where education and social equality would flourish. Maclure, a well-respected amateur geologist, attracted many important scholars to New Harmony, including naturalists, geologists, educators, and early feminists.</p>
<p><a href="#"><u>T.C. Steele</u></a></p>		<p><b><u>HIGH SCHOOL U.S. HISTORY</u></b>  USH.3.5  USH.4.2  USH.4.4</p>	<p>Theodore Clement Steele (1847-1926), noted Indiana artist and member of the Hoosier Group of American regional impressionist painters [link to collections], was inspired by the picturesque scenes that he encountered in Brown County. Steele was at the forefront of the state's art movement and remains one of Indiana's most honored artists.</p>




SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>Vincennes Territorial Capitol</u></a></p>		<p><b><u>8<sup>TH</sup> GRADE</u></b></p> <p>8.1.1 8.1.10-12 8.1.14-18 8.1.20.21 8.1.28-31 8.2.1 – 10 8.3.2 8.3.4 8.3.5-6 8.3.8 8.4.1 8.4.3 8.4.6-9</p> <p><b><u>HIGH SCHOOL U.S. HISTORY</u></b></p> <p>USH 1.1-4 USH 2.1-4</p>	<p>On July 4, 1800, the Indiana Territory was established out of Northwest Territory in preparation for Ohio's statehood. The capital of the new territory was Vincennes, a former French trading post and one of the only white settlements in the vast territory</p>
		<p><b><u>U.S. GOVERNMENT</u></b></p> <p>USG.1.1-9 USG.2.1 USG.2.3-8 USG.3.1-13 USG.3.15-19 USG.5.1-8</p>	

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<p><a href="#"><u>Whitewater Canal</u></a></p>		<p><b><u>8<sup>TH</sup> GRADE</u></b>  8.1.28-31  8.3.1  8.3.2  8.3.4  8.3.6-9  8.4.5  8.4.6  8.4.10</p> <p><b><u>HIGH SCHOOL U.S. HISTORY</u></b>  USH.2.1  USH.2.2  USH.2.5</p>	<p>As settlers moved into the old Northwest Territory after 1800, transportation routes became an important priority. Indiana's brief experience with canal building began with the passage of the Indiana Mammoth Internal Improvement Act of 1836. Whitewater Canal was one of several projects funded by this act.</p> <p>The Whitewater Canal started in Lawrenceburg and originally ended at Cambridge City, on the Old National Road. Hagerstown merchants financed an extension to their town, making the canal 76 miles in length. The state of Ohio also built a 25-mile spur linking Cincinnati to the canal.</p> <p>Along the canal, 56 locks accommodate a fall of nearly 500 feet.</p>

+



SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
<u>Indiana State Museum and Historic Sites</u>		<u>8<sup>TH</sup> GRADE</u> 8.1.1 8.1.10-11 8.1.13 8.1.15-16 8.1.18-22 8.1.24-31 8.3.1 8.3.2 8.3.4 8.3.6-9 8.3.11 8.4.1 8.4.5 8.4.6 8.4.11	The Indiana State Museum is a great resource for educators and students when learning all there is to know about the Hoosier state. Whether it is through a field trip experience or classroom learning, our core galleries, special exhibitions and programming complement the subjects for cultural history, natural history, science, art and more! All programs are designed to meet <u>Indiana Academic Standards.</u>
		<u>HIGH SCHOOL U.S. HISTORY</u> USH.1-4 USH.2.1-4 USH.2.7 USH.3.1 USH.3.6-8 USH.4.2-7 USH.5.6 USH.6.2-4 USH.7.1 USH.7.4 USH.7.7 USH.8.1 USH.8.4-6	
		<u>U.S. GOVERNMENT</u> USG.2.3 USG.2.5 USG.3.14 USG.5.7 USG.5.10	

# GUIDE TO INDIANA HISTORIC SITES



### 9/11 Memorial



421 W. Ohio St.  
Indianapolis, IN 46202

Project 9/11 Indianapolis was begun early in 2010 as a grass roots effort to establish a permanent memorial dedicated to those killed in the September 11 attacks. The focal point of the memorial consists of two 11,000-pound (5,000 kg) beams from the Twin Towers. Behind the beams stand a pair of six-foot tall black granite walls inscribed with remembrances of the events in New York City; Washington, D.C.; and Shanksville, Pennsylvania. Perched atop one of the beams is a bronze, life-size sculpture of an American Bald Eagle, with wings outstretched and gazing east toward New York City

### American Legion Mall



N. Pennsylvania St.  
Indianapolis, IN 46204

The American Legion Mall (ALM) extends from St. Clair Street to North Street between Meridian and Pennsylvania Streets. On the east side is the American Legion National headquarters, and on the west side is the headquarters of the American Legion's Department of Indiana. Looking to the south from St. Clair Street, the visitor sees the solemn grounds of the Cenotaph in the foreground. The Cenotaph memorializes the nation's first casualty of World War I, Corporal James B. Gresham of Company F, 16th Infantry and Evansville Indiana. In the background rise the World War II, Korean, and Vietnam memorials on the flanks with Veteran's Plaza and the World War Memorial anchoring the vista at its southern end.

[Angel Mounds  
State Historic  
Site](#)



8215 Pollack Avenue  
Evansville, IN 47715

812-853-3956

Angel Mounds is the site of the largest settlement of its time in what is now known as Indiana. It was a fortified town serving as a social, political, and religious center for a much larger area of villages, hamlets, and farmsteads that ran 70 miles along the Ohio river, from the Wabash River to 35 miles east of Evansville. the town and surrounding settlements together constituted a chiefdom and were occupied from as early as A.D. 1000 to as late as A.D. 1450 by Native Americans whom archaeologists call Mississippians.

[Baer Field  
Heritage Aircraft  
Park](#)



3005 w. Ferguson Rd.  
Fort Wayne, IN 46809

260-478-3314

This private park is open to the public and will showcase all of the aircraft flown at the 122nd Fighter Wing Indiana Air National Guard from 1947. Some of the aircraft that are on display are the F-100 Super Sabre, the F-4 Phantom, the F-84F Thunderstreak, the F-16 Fighting Falcon, and the current aircraft flown here, the A-10 Thunderbolt II. A vehicle representing the 338th Quartermaster Unit, a tenant unit at the 122FW, is also on display. Military history and heritage play an important role in continuing traditions and remembering legacies.

[Benjamin  
Harrison  
Presidential Site](#)



1230 North Delaware  
St. Indianapolis, IN  
46202

317-631-1888

Benjamin Harrison lived in this Italianate house from 1875 until his death there in 1901, except from 1889 to 1893 while he was the 23rd President. He was also a Senator from Indiana from 1881 to 1887. Harrison accepted the Republican nomination for the Presidential election in 1888 and conducted his Front Porch Campaign here

[Billie Creek Village](#)



65 South Billie Creek  
Road  
Rockville, IN 47872

765-569-0252

Billie Creek Village is a 70-acre open-air living history museum and park, filled with 38 historical buildings and structures, and hundred of antiques and artifacts

[The Children's Museum of Indianapolis](#)



3000 N. Meridian St.  
Indianapolis, IN 46208

317-334-4000

The Children's Museum of Indianapolis is the world's largest children's museum. It is located at 3000 North Meridian Street, Indianapolis, Indiana, United States in the United Northwest Area neighborhood of the city. The museum is accredited by the American Alliance of Museums. It is 472,900 square feet (43,933.85 m<sup>2</sup>) with five floors of exhibit halls and receives more than one million visitors annually. Its collection of over 120,000 artifacts and exhibit items are divided into three domains: the American Collection, the Cultural World Collection, and the Natural World Collection. Among the exhibits are a simulated Cretaceous dinosaur habitat, a carousel, and a steam locomotive. Because the museum's targeted audience is children, most exhibits are designed to be interactive allowing children to actively participate

[Conner Prairie  
Interactive  
History Park](#)



13400 Allisonville Road  
Fishers, IN 46038

317-776-6000

Conner Prairie Interactive History Park, where guests can explore five themed historic areas: Lenape Camp, Conner Homestead, 1836 Prairietown, 1859 Balloon Voyage, and the 1863 Civil War Journey: Raid on Indiana. Explore Conner Prairie's new, one-of-a-kind outdoor experience that puts you right in the middle of Indiana's brush with the Civil War.

[Corydon Capitol  
State Historic  
Site](#)



126 E Walnut Street  
Corydon, IN

812-738-4890

Corydon Capitol State Historic Site commemorates Indiana's first state capital and follows the development of Indiana from a territory to a state. Vincennes, the first territorial capital, was left on Indiana's western edge when the Illinois Territory was created and, in 1813, the capital moved to Corydon, a more central location for Indiana's population at the time.

[Crown Hill  
Cemetery](#)



700 W. 30th Street  
Indianapolis, IN 46208

317-920-2644

Founded in 1863, Crown Hill is the nation's 3rd largest cemetery with 555 acres of beautiful rolling hills located across the street from the Indianapolis Museum of Art. Thousands visit this urban oasis to enjoy its peaceful beauty; study the architecture, sculptures and trees; exercise; picnic; view the wildlife and to study the history and heritage of the thousands of people buried there. Notables include President Benjamin Harrison, poet James Whitcomb Riley, Col. Eli Lilly, three U.S. Vice Presidents, and numerous others, including the infamous bank robber John Dillinger.



[Culberston  
Mansion](#)



914 E. Main Street  
New Albany, IN

812-944-9600

The Culberston Mansion reflects the affluence of a man once considered to be the wealthiest in Indiana. The three-story French, Second-Empire mansion encompasses more than 20,000 square feet and contains 25 rooms. The mansion stands as an example of the tastes, ideals and lifestyle of people during the late 1800/s

[Dr. James Ford  
Historic Home](#)



177 W. Hill Street  
Wabash, IN 46992

260-563-8686

The Dr. James Ford Historic Home, a restored 19th Century physician's home and surgery invites you to experience the daily lives, personalities, and activities of the Dr. James Ford family in the years before, during and just after the Civil War. Period decor and furnishings provide a look at what life may have been like in the mid-1800s. T

[Eiteljorg  
Museum of  
American Indians  
and Western Art](#)



500 W. Washington St.  
Indianapolis, IN 46204

317-636-9378

The Eiteljorg Museum of American Indians and Western art was founded by Indianapolis businessman and philanthropist Harrison Eiteljorg. Its mission—to inspire an appreciation and understanding of the art, history and cultures of the American West and the indigenous peoples of North America. The museum executes this charge in exciting and often surprising ways.

[Elwood Haynes  
Museum](#)



1915 S. Webster Street  
Kokomo, IN 46902

765-456-7500

Elwood Haynes, the inventor of America's first car in 1894, stainless steel, the alloy Stellite, among many other great inventions. See historical exhibits, memorabilia, photos, furnishings, and four Haynes classic cars. The industrial history of Howard County is chronicled in additional exhibits in the museum.

[Fort Ouiatenon](#)



Tippecanoe County  
Historical Assn.  
1001 South Street  
Lafayette, IN 47901

765-476-8411

Fort Ouiatenon was the first fortified European settlement in what is now Indiana. It was established by the French in 1717 at a site five miles southwest of Lafayette as a military outpost to prevent British expansion into the Ohio and Wabash country.

[French Lick and  
West Baden](#)



8670 West State Road  
56 French Lick, IN  
47432

866-571-8687  
812-936-5870

Unprecedented in the nation, the grand hotels in French Lick and West Baden Springs—both listed in the National Register of Historic Places and located one mile apart in southern Indiana—offer a fascinating window on the grand hotel era of the early twentieth century and the tradition of “taking the waters.” Guests from Al Capone to FDR, Bing Crosby to Helen Keller, captains of industry and pampered socialites came to imbibe the waters and take spa treatments, enjoy sports and entertainments, and perhaps test their luck in the casinos.



[Gene Stratton  
Porter Cabin](#)



1205 Pleasant Point  
Rome City, IN 46784

260-854-3790

Gene Stratton-Porter is Indiana's most widely read female author, as well as a gifted nature photographer and entrepreneur. In her lifetime, 1863 to 1924, Porter authored 12 novels, seven nature studies, three poetry books, children's books and numerous magazine articles. With an estimated 50 million readers, her works have been translated into several foreign languages as well as Braille. Eight of her novels were produced as motion pictures.

[General Lew  
Wallace Study &  
Museum](#)



200 Wallace Ave.  
Crawfordsville, IN  
47933

765-362-5769

The General Lew Wallace Study & Museum, an architectural wonder situated on the grounds where Civil War Major General Lew Wallace wrote his masterwork Ben-Hur, celebrates Wallace's fascinating legacy and renews belief in the power of the individual spirit to affect American history and culture. Located in Wallace's private study, the Museum contains original items collected by Wallace during his life as an author, soldier, statesman, artist, musician and inventor.

[George Rogers  
Clark National  
Historic Park](#)



401 S. 2nd Street  
Vincennes, IN 47591

812-882-1776

Located in Vincennes, Indiana on the banks of the Wabash River at what is believed to be the site of Fort Sackville. A classical memorial here was authorized under President Coolidge and dedicated by President Franklin Roosevelt in 1936.

### Grouseland

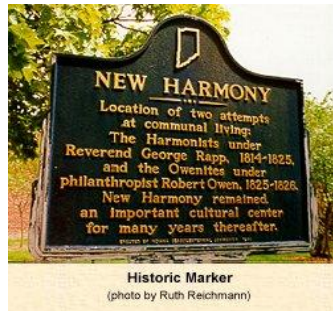


3 W. Scott Street  
Vincennes, IN 47591

812-882-2096

Grouseland is the elegant Georgian/Federal home completed in 1804, which served as the home of William Henry Harrison and his family when he was Governor of the Indiana Territory (1800-1812). The first brick home in Indiana and a National Historic Landmark, the house was more than a residence. This magnificent building was the center of government for the Indiana Territory and also served as a fortress in times of unrest.

### Historic New Harmony



401 N Arthur Street  
New Harmony, IN  
46731

812-682-4474  
800-231-2168  
(tollfree)

New Harmony was founded in 1815 by Rappites, and in 1825 Robert Owen attempted to create a utopian society. Many original Harmony Society buildings remain

### Historic Old Fort (Ft Wayne)



P.O. Box 12650  
Fort Wayne, IN 46864

260-437-2836

There were 3 American forts built in Fort Wayne. The current fort is a replica of the one constructed by Major John Whistler and his men during 1815 -- 1816 and was the last fort to stand at the junction of the St. Mary's, St. Joseph, and Maumee Rivers.

[Historic  
Prophetstown](#)



3549 Prophetstown  
Trail Battleground, IN 47920 765-567-4700

Dedicated to showing, sharing & teaching about agriculture & horse powered farming. Native American settlement & farmstead.

[Indiana Historical  
Society](#)



450 W. Ohio St.  
Indianapolis, IN 46202 317-232-1882

The Eugene and Marilyn Glick Indiana History Center, home of the Indiana Historical Society, underwent a major renovation and re-opened in March 2010 with the launch of its new feature, the Indiana Experience. The Indiana Experience uses new technology to immerse guests in stories of the state's past in easy, enjoyable and meaningful ways.

[Indiana State Capitol](#)



200 W. Washington St.  
Indianapolis, IN 46204

317-233-5293

The Indiana State Capitol, the Statehouse, has been the seat of Indiana's government since 1887 and is perhaps the grandest 19th-century Neo-Classical Revival building in Indiana. Indiana is one of the few states in the nation that has all three branches of government operating out of the historic state capitol building. In 1825, after nine years of statehood, the capitol city was relocated from Corydon to Indianapolis. Plans for the current statehouse began in 1867 and the building was completed in 1888. It is constructed of Indiana limestone and white oak. The beautiful stained glass rotunda window is original and made from German glass.

[Indiana State Museum and Historic Sites](#)

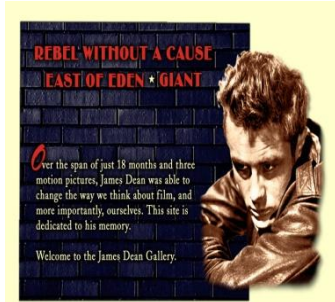


650 W. Washington St.  
Indianapolis, IN 46204

317-232-1637

The Indiana State Museum is a great resource for educators and students when learning all there is to know about the Hoosier state. Whether it is through a field trip experience or classroom learning, our core galleries, special exhibitions and programming complement the subjects for cultural history, natural history, science, art and more! All programs are designed to meet select Common Core and Indiana Academic Standards

[The James Dean  
Gallery](#)



425 N Main Street  
Fairmount, IN 46928

765-948-3326

The James Dean Gallery opened in 1988 in the actor's hometown of Fairmount, Indiana. The exhibit is housed in a beautifully restored 1903 Victorian home on tree-lined North Main Street just 1 Mile from James Dean's Grave in Park Cemetery. The exhibit includes thousands of items of James Dean memorabilia and visitors can see the worldwide influence that this Indiana native and American film star has made. There are personal items related to James Dean and dozens of original movie posters in different languages from around the world that show the actor's international impact.

[James Whitcomb  
Riley Museum  
Home](#)



528 Lockerbie Street  
Indianapolis, IN 46202

317-631-5885

The nation's only late Victorian preservation open to the public holds furnishings and personal belongings of poet James Whitcomb Riley. Step back to the beginning of the 20th century—just as the great Hoosier poet James Whitcomb Riley experienced it for 23 years of his fascinating life.

[Landmark for  
Peace Memorial](#)



1702 Broadway Street  
Indianapolis, IN 46202

317-327-7461

The Landmark for Peace is a memorial sculpture at Dr. Martin Luther King Jr. Park on the northside of Indianapolis that honors the contributions of the slain leaders Dr. Martin Luther King, Jr. and Robert F. Kennedy. The site is where Robert Kennedy gave his memorable speech the night Dr. King was assassinated in 1968.

[Lane Place](#)



212 S. Water Street  
Crawfordsville, IN  
47933

765-362-3416

Lane Place was built for Henry Lane in 1845 in what is now called the Elston Grove Historic District. Lane represented Montgomery County as state representative, U.S. congressman, governor and U.S. senator. His stature as chairman of the National Republican Convention in 1856 helped secure the party's nomination of Abraham Lincoln for president in 1860. Lane lived continuously at Lane Place until he died in 1881. His wife, Joanna Elston Lane, lived there until her death in 1914.

[Lanier Mansion](#)



601 West 1st Street  
Madison, IN 47250

812-625-3526

Designated a National Historic Landmark in 1994, this 1844 Greek Revival mansion was designed by architect Francis Costigan for financier and railroad magnate James F.D. Lanier. Recent restoration made possible largely by funding from private sources - has recaptured the Mansion's 19th century splendor

[Levi Coffin House](#)



113 U.S. 27 North P.O.  
Box 77 Fountain City,  
IN 47341

765-847-2432

[Levi Coffin](#) lived in this house from 1827 to 1847, where he helped as many as 2,000 slaves escape to freedom. The house was known as the Union Depot of the [Underground Railroad](#), and it contained secret doors that could hide fugitives



[Limberlost](#)



202 East 6th St.  
Geneva, IN 46740

260-368-7428

To famed Indiana author Gene Stratton-Porter, the Limberlost Swamp was her playground, laboratory and inspiration for her acclaimed articles, fiction and photographs. In the early 1900's the Limberlost Swamp was described as a "treacherous swamp and quagmire, filled with every plant, animal and human danger known — in the worst of such locations in the central states."

[Lincoln Boyhood  
National  
Memorial](#)



3027 East South Street  
Lincoln City, IN 47552

812-937-4541

The story of the Civil War era president's 14 formative years in Indiana springs to life at the Living Historical Farm, in the museum and film, and along the park's scenic hiking trails.

[Medal of Honor  
Memorial](#)



650 W. Washington St.  
Indianapolis, IN 46204

317-261-5447

The Medal of Honor Memorial is dedicated in honor of all recipients of the Medal of Honor, the United States military's highest award for valor. The memorial was unveiled May 28, 1999, during Memorial Day weekend.

[Menno-Hof](#)



510 S VanBuren/SR 5 S  
Shipshewana, IN  
46565

260-768-4117

Tells the story of Amish, Mennonite and Hutterite history, lifestyle and beliefs with multimedia presentations and 24 display areas. Follow the trail of a people searching for peace. Menno-Hof is a non-profit information center located in Shipshewana, Indiana, that teaches visitors about the faith and life of Amish and Mennonites. Menno-Hof's multi-image presentations, historical environments and colorful displays take you on a fascinating journey inside the unique world of the Amish and Mennonites. See where the Anabaptists had their beginning in a Swiss courtyard and how they were persecuted for their faith in the dungeon. Travel with the Anabaptists down the cobblestone streets of Holland and board a 17th century sailing boat on a journey to America and freedom.

[Mississinewa  
Battlefield](#)



7 miles N of Marion  
on SR 15  
Marion, IN 46953

800-822-1812

The Mississinewa Battlefield was the site of the first victory of the United States Army during the War of 1812, on December 17-18, 1812. A 600-man mounted force led by Lt. Col. John B. Campbell attacked and destroyed four British-allied Indian villages. Site of the annual Mississinewa 1812 living history event.



[Mounds State  
Park](#)



4306 Mounds Road  
Anderson, IN 46017

765-642-6627

Mounds State Park, located off I-69 east of Anderson, features 10 unique earthworks built by prehistoric Indians known as the Adena-Hopewell people. The largest earthwork, the Great Mound, is believed to have been constructed around 160 BCE. Archaeological surveys indicate the mounds were used as gathering places for religious ceremonies, from where astronomical alignments could be viewed

[Old French  
House & Indian  
Museum](#)



1st and Seminary  
Streets Vincennes, IN  
47591

812-882-7742  
800-886-6443

The Old French House is an excellent example of French Creole architecture. Home of Michael Brouillet, built in 1809, and furnished much as it would have been in that period. The Old French House is owned & operated by the Old Northwest Corporation. The Vincennes State Historic Sites provides the interpretation.

[Pioneer Village at  
Spring Mill State  
Park](#)



3333 SR 60 E  
Mitchell, IN 47446

812-849-3534

The restored Pioneer Village, founded in 1814, contains 20 historic buildings to explore. The centerpiece is a 3-story limestone gristmill, built in 1817, that still grinds cornmeal today. Heritage interpreters portray the year 1863 and demonstrate period crafts.

[Rotary Jail  
Museum](#)



225 N Washington  
Street  
Crawfordsville, IN  
47933

765-362-5222

The Rotary Jail Museum, built in 1882, was the first of nine rotary jails constructed in the U.S. and is currently the only rotary jail in operating condition. It is listed on the National Register of Historic Places and the Historic American Engineering Record. Sheriff's residence houses a permanent collection and temporary exhibits of local art.

[Seiberling  
Mansion](#)



1200 W. Sycamore St  
Kokomo, In 46901

765.452.4314

Construction on the Seiberling Mansion began in October 1889 and was completed in the fall of 1891. The house was built for Monroe Seiberling of Akron, Ohio at a cost of \$50,000. The architecture of the house is a mixture of Neo-Jacobean (Queen Anne) and Romanesque Revival styles. It was designed by Arthur LaBelle of Marion, Indiana. Built at the height of the gas boom in Indiana, the house was originally heated and illuminated by natural gas.

[Soldiers and  
Sailors  
Monument](#)



1 Monument Circle  
Indianapolis, IN 46204

317-232-7615

The Soldiers & Sailors Monument is Indiana's official memorial to the Hoosiers that served in the Revolutionary War, the War of 1812, the Mexican War, the Civil War, the Frontier Wars and the Spanish-American War.

[Squire Boone  
Caverns](#)



100 Squire Boone Rd.  
S.W.Mauckport, IN  
47142

812-732-4381

Squire Boone Caverns is a real place in southern Indiana where Squire Boone, younger brother of Daniel Boone, lived and worked. Near Historic Corydon, Indiana in 1815, Squire Boone was laid to rest in a cave at the village that once saved his life by providing him refuge a ban of hostile Indians. One-hour guided cavern tours take you past stalactites, stalagmites, rimstones dams and much more. Look closely into the pools of water for white, blind crayfish, amphopods and isopods. Hear about how Squire and his older brother Daniel Boone discovered the caverns in 1790 and how Squire brought his family back to the beautiful valley to live.

[Stockdale Mill](#)



Indiana SR 16  
Roann, IN 46974

765-833-2019

Stockdale Mill is an old water-powered flour mill and dam on the Eel River in north-central Indiana. Come see water powered equipment in action.

[Strawtown  
Koteewi "Prairie  
Park](#)



12308 E. Strawtown  
Ave Noblesville, IN  
46060

317-774-2574

Strawtown Koteewi Park has become a hotbed of archaeological activity in recent years, with students from Ball State University, IPFW, Indiana University and Indiana State University contributing their time to the collection and curation of artifacts found in the park. Researchers have discovered that the major occupancy of this property dates back to 1200-1400 A.D. Artifacts found include arrowheads, pottery and remains of what the occupants may have eaten, including bear and elk. Researchers have also discovered evidence of postholes, storage pits and fire pits that show the location of early villages and huts on the property.

[T.C. Steele Site](#)



4220 T.C. Steele Road  
Nashville, IN 47448

812-988-2785

Theodore Clement Steele (1847-1926), noted Indiana artist and member of the Hoosier Group of American regional impressionist painters [link to collections], was inspired by the picturesque scenes that he encountered in Brown County. Steele was at the forefront of the state's art movement and remains one of Indiana's most honored artists.

[Tippecanoe  
Battlefield](#)



200 Battleground Ave  
Battle Ground, IN  
47920

765-567-2147

In the Battle of Tippecanoe on November 7, 1811, Indiana Territory Governor William Henry Harrison and his force of 1,000 men defeated the Shawnee and their leader Tenskwatawa.

[USS Indianapolis  
National  
Memorial](#)



692 Ellsworth St.  
Indianapolis, IN 46202

This National Memorial is the climax of a 50 year dream by the crew members who survived the sinking of the cruiser USS Indianapolis in 1945. They worked continually to erect a fitting memorial to their missing shipmates. The Memorial is located at the North end of the Canal Walk.

The Memorial is an outdoor site and is available to the public 24 hours a day, seven days a week. Engraved on the South face of the monument are the names of the ship's company and one passenger who made up her final crew.

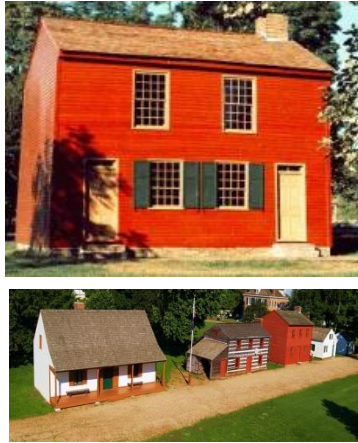
[Vietnam and  
Korean War  
Memorials](#)



700 N. Pennsylvania St.  
Indianapolis, IN 46204

This two-part limestone and granite sculpture by artist Patrick Brunner was created in 1996 to honor casualties of the Korean and Vietnam wars. Composed of two half-cylinders, the concave side of each sculpture includes the names of men and women killed during the war. The convex sides contain excerpts from letters written by Indiana soldiers to their loved ones at home.

[Vincennes  
Territorial  
Capitol](#)



1 West Harrison Street  
Vincennes, IN

812-882-7422

On July 4, 1800, the Indiana Territory was established out of Northwest Territory in preparation for Ohio's statehood. The capital of the new territory was Vincennes, a former French trading post and one of the only white settlements in the vast territory

[Wayne County  
Historical  
Museum](#)



1150 N A Street  
Richmond, IN 47374

765-962-5756

Comprised of eight buildings on a compact site, the museum is a unique repository of Wayne County and Richmond history from early pioneer life through the industrial revolution into modern times.

[World War  
Memorial](#)



431 N. Meridian St  
Indianapolis, IN 46204

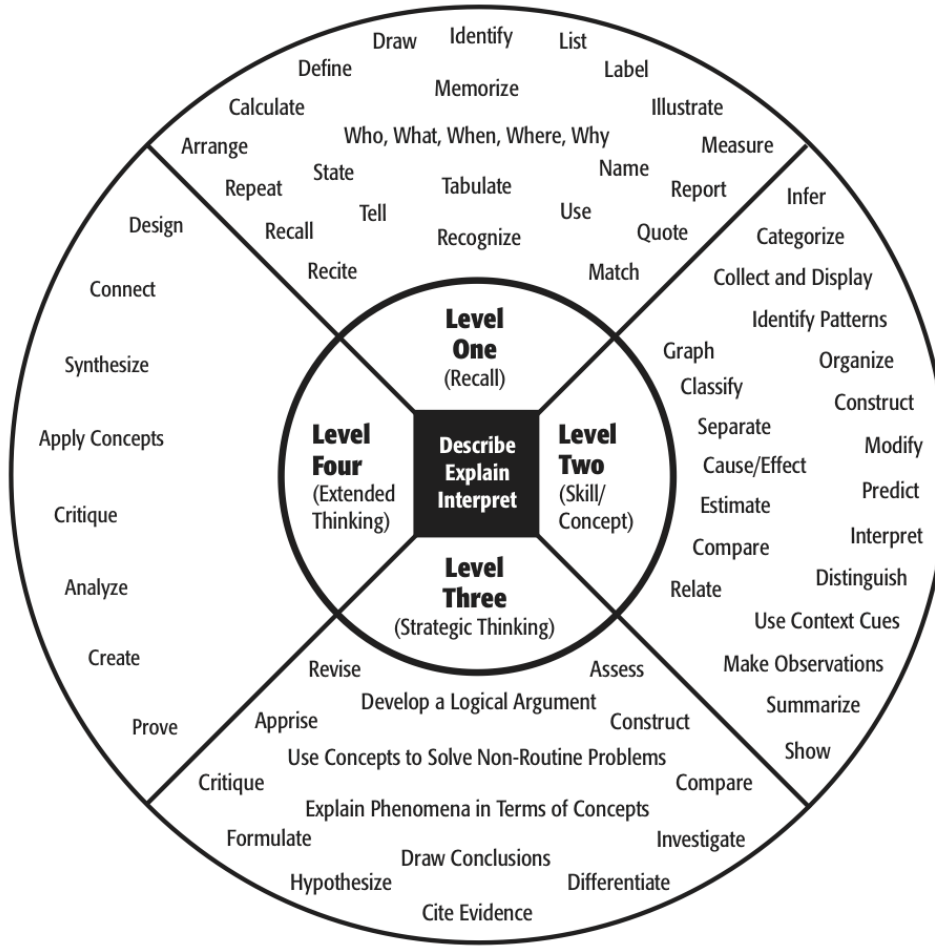
317-232-7615

The Indiana World War Memorial, begun in 1926 and finished in 1965, is a building commemorating World War I and II veterans. It is 210 feet (64 m) tall, made of Indiana limestone, and based on the Mausoleum of Mausolus. Within it is a military museum. The Plaza also includes the American Legion headquarters, Cenotaph square, an obelisk, and fountains



## APPENDIX C

### Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>